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IDENTIFIERS *Mohawk College ON

ABSTRACT

The Co-operative Education Department at Mohawk College is designed to extend the academic learning process into the workplace through on-the-job learning experiences which enhance the students' vocational maturation and personal development, and are integrated with the learning objectives of the program. The department offers paid, supervised off-campus work semesters in cooperating businesses, industries, or government agencies; provides comprehensive career development services for cooperative education students within the academic curriculum; evaluates the work experience for academic credit; and enhances the potential for graduate employment through occupational socialization and career development. This description of Mohawk's Co-operative Education Department includes a brief introduction to cooperative education, and the mission statement and goals of the department. The bulk of the document consists of 10 appendixes. The first appendixes contain flow charts showing the total education system as a combination of classroom and workplace experiences, the key players in cooperative education, and Mohawk's strategic planning model for cooperative education. Appendix 3 shows the college's mission statement and objectives, while appendix 4 presents the mandate and terms of reference given to the curriculum development subcommittee of the College Cooperative Educators of Ontario. Appendixes 5 and 6 include the questionnaire used and results of a survey of 68 faculty members regarding the job placement and experiential learning roles of cooperative education. Appendix 7 presents criteria for assessing cooperative education programs. Appendix 8 contains the recommended work profile of a cooperative education coordinator. Appendix 9 provides information on Mohawk's newest cooperative education program in packaging management and technology. Finally, appendix 10 illustrates the college's cooperative education and graduate placement structure. (JMC)

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CO-OPERATIVE EDUCATION

OR

CO-OPERATIVE PLACEMENT?

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Mohawk College of Applied Arts & Technology
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ACCC Conference - Rendezvous '90
Charlottetown, P.E.I.
May 1990

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INTRODUCTION

Co-operative Education has become institutionalized when the staff of the College, both faculty and administrators, together with its administrative structure are unified in their support. Co-operative Education must be an integral part of the program of studies in order to optimize the benefits to students, industry and the education programs. Only then will Co-operative Education likely receive the correct volume and type of resources required to deliver a quality program.

Co-operative Education can be successful if all the participants, students, faculty, administrators and employers understand and support this effort. If any of these groups is uncommitted then Co-operative Education cannot succeed.

The first stage in this mutual understanding is to ask some fundamental questions: "What is Co-operative Education"? Is it an "add on" placement function? Does the institution view the prime benefactor of this mode of education as the industries being serviced or the students being educated?

The answers to these questions will then ascertain how many and what types of resources are committed to Co-operative Education.

If the institution takes a placement posture (concentration on the industries being serviced) in identifying these resources, then placement counsellors (job orders takers) are all that are required. If on the other hand the College position is educational (emphasis on meeting students learning needs), then for it to be most successful, educators must be employed.

What position does your institution wish to take?

By definition Co-operative Education is:

- a) An academic strategy, integrating on-campus studies with off-campus work experience. Employment is usually related to the student's academic program of studies.
- b) A method that integrates periods of classroom study with periods of academic related off-campus work.
- c) A plan of work that incorporates productive work into a curriculum as a regular and integral element.

Each of these three definitions are taken from the: National Commission for Co-operative Education, Developing a Comprehensive Co-operative Educational program series, Strategic Planning stages, Boston MASS.

CAFCE accepts all three as accurate reflections of Co-operative Education practice in Canada.

The Mission Statement of the Co-operative Education Department at Mohawk College states:

Co-operative Education extends the academic learning process into the workplace through on-the-job learning experiences which are integrated with the learning objectives of the program. These learning experiences enhance the student's vocational maturation and personal development.

The Co-operative Education Department, in conjunction with other faculty and departments, is responsible for:

1. Providing opportunities for paid, supervised off-campus work semesters in co-operating business, industry or government agencies.
2. Providing comprehensive career development services for Co-operative Education students within the academic curriculum
3. Evaluating the work experience for academic credit.
4. Supporting the College goals and objectives.
5. Promoting the philosophy and role of Co-operative Education.
6. Enhancing the potential for graduate employment throughout occupational socialization and career development in jobs commensurate with student aspirations and training.

This mission statement implies that Co-operative Education is an extension of the classroom and requires students to take more of an active role and assume greater responsibility for learning. The three domains of learning, cognitive, psychomotor and affective, are activated and balanced in this learning process: learning being defined as behavioral changes in each of the three domains. Although the students assume a larger responsibility for learning they still require direction and facilitation in order that the correct learning (amount and type) takes place. This requires a facilitator to prepare them for the work experience in formal class settings (Career Education). These classes should include job search, interview skills, resume writing, work ethics, report writing and learning objective design. The learning objectives are the basis for the work experience learning plan. A proper balance between the cognitive, affective and psychomotor domains of learning will be ensured by co-ordinator-focused counselling and facilitation. These learning objectives for the work experiences have to reflect extensions/reinforcements of classroom learning.

Co-operating employers are therefore encouraged to become closer partners in the education process. The employer adopts a facilitator role. The employer uses the learning objectives as guidelines. This will assist in integrating the academic program with the work experiences. Industries will have productive employees and will be more cognizant of their interests and abilities. On returning from the work experience students are required to participate in post employment interviews with the Co-operative Education Co-ordinator, academic faculty are encouraged to attend. At these interviews the student provides a comprehensive work semester report which includes the accomplishment of the learning objectives, the "actual" job description and an updated resume. The student communicates verbally the contents of this report. A summary of all reports is fed back to the academic department for curriculum development purposes.

By this structure the educational process has further added value. The total education system becomes a combination of classroom and work place (See Appendix 1) with the employer, student, academic and Co-op Co-ordinators becoming the educators. The education system adopts a student-centred posture, with the student being the principal benefactor of this system.

Can placement counsellors perform these roles? If the participants (students, employers, faculty and administrators) fully understand the impact the "co-operative component" has on the educational system in optimising benefits to the student, then the answer must be no.

The key "players" in the educational success of Co-operative Education are shown in Appendix 2. However, the total structural success requires the additional component of administration (top level). This administrative component should be supportive of the educational values related to employing Co-operative Educators, not clerical support staff.

When developing the goals/objectives for Co-operative Education from the Mission statement the Co-operative Education Department recognized that it is vital to the institutionalizing process that they be attainable. These objectives are as follows:

1. Provide the skills, knowledge and tools for students to maximize their work experience in terms of vocational maturation and personal development.
2. Establish and maintain an administrative system which brings students and employers together in a professional atmosphere resulting in appropriate placement of students.

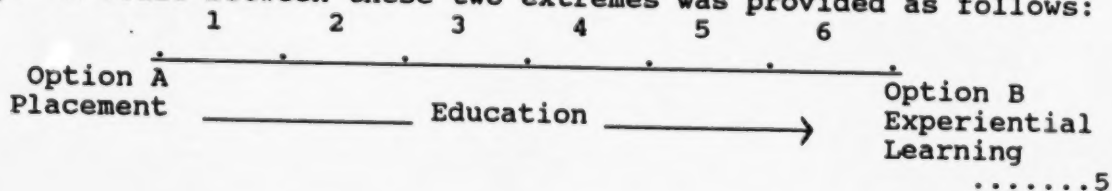
3. Establish mechanisms for providing constructive feedback to other faculty and departments on program/course relevancy and new educational opportunities.
4. Establish mechanisms to promote Co-operative Education both inside and outside the College to increase visibility, support and participation.
5. Establish a set of standards by which programs are assessed for delivery in the co-op modes.
6. Provide a working environment which will encourage and support the professional/personal growth of the Co-operative Education staff.
7. Optimize and improve the delivery of Co-operative Education in a cost effective manner.

In order to operationalize these objectives a set of strategies has been identified (Appendix 3c). For successful implementation of these strategies, staff with the required "skill set" must be available. In the case of Co-ordinators this skill set is educationally driven, they are required to be co-operative educators.

Appendix 3 illustrates the strategic planning model developed and implemented to arrive at the educational requirements of Co-operative Education Co-ordinators. Appendices 3a & 3b show the mission statement and objectives.

Note: The provincial body representing Co-operative Education practitioners in Ontario is the College Co-operative Educators of Ontario (CCEO). The mandate given to the curriculum development subcommittee (Terms of Reference - Appendix 4) is to focus on the integration of Co-operative Education with the academic goals of the program of studies. The Strategic Plan of Mohawk's Co-operative Education Department is strongly linked to this C.C.E.O. philosophy.

In a study conducted by the Mohawk College President's Task Force on Co-operative Education (June 1989), respondents were asked to identify the choice of Co-operative Education adopting a placement role (Option A) or experiential learning role (Option B). A scale between these two extremes was provided as follows:



Sixty-eight people responded to this questionnaire (Appendix 5). The sixty-eight were made up of academic faculty and chairmen, Co-operative Education co-ordinators and Director and advisory committee members. As was expected the response formed a distribution between the two extremes Options A and B. The scale has six divisions. The results are tabulated in Appendix 6a and 6b, showing the average of the distribution to be 4.2. This average identifies a skewing of responses toward the experiential learning focus, Option B and away from a placement position, Option A. Although the sample was only 68, and therefore a final conclusion will not be made, this preliminary analysis shows a tendency toward the educational values indicating a need to implement learning objectives for the work experiences. The skill set of the Co-op practitioners should then focus on an educational profile to ensure this educational intention is fulfilled.

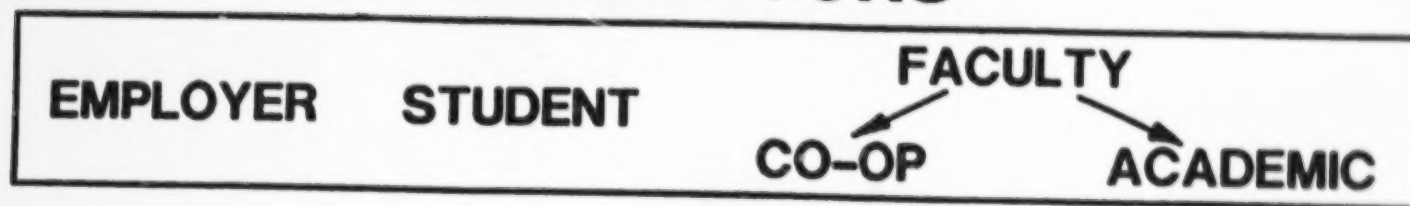
This same task force has recommended the adoption of a set of Mandatory and Recommended Criteria for assessing Co-operative Education Programs offered at Mohawk College (Appendices 7a and 7b). These criteria have been developed from the CAFCE Accreditation Council criteria and focus on the educational integration of Co-operative Education work experiences with the academic program of studies. These standards will then be the quality control mechanism for each program offered on a Co-operative Education mode.

The recommended work profile of a Co-operative Education Co-ordinator (Co-operative Educator) is included as Appendix 8. This profile has been organized as a series of seven (7) strategies. Each strategy has a number of actions associated with it. The focus of this profile is to ensure that Co-operative Education is designated as an academic (education) strategy and not a placement strategy.

Appendix 9a shows a curriculum review diagram (CRD) of the newest Co-operative Education Program Packaging Management & Technology offered at Mohawk College. This CRD identifies the program as studies as integrated packages of information leading to terminal program and career objectives. Appendix 9b extracts the Co-operative Education component of the program of studies. The focus of this appendix is to denote the academic preparation required prior to the work semesters. This academic preparation develops specific competencies (cognitive, psychomotor, affective) that can be reinforced and extended in the work place. The competencies indicated are a tentative list. Additional competencies will be added with experience.

The question that arises then is, can these educational strategies be fulfilled by support staff? Is it Co-operative Education or Co-operative Placement? The answer to this fundamental question will determine the direction that Co-operative Education takes in this province and in Canada. A good source of information for addressing this question is the position paper on Co-operative Education for the Association of Colleges of Applied Arts and Technology of Ontario and the Ontario Ministry of Colleges & Universities (College Affairs Branch) prepared by the College Co-operative Educators of Ontario dated November 1989.

EDUCATORS



**SEC.
SCHOOL
GRADS**



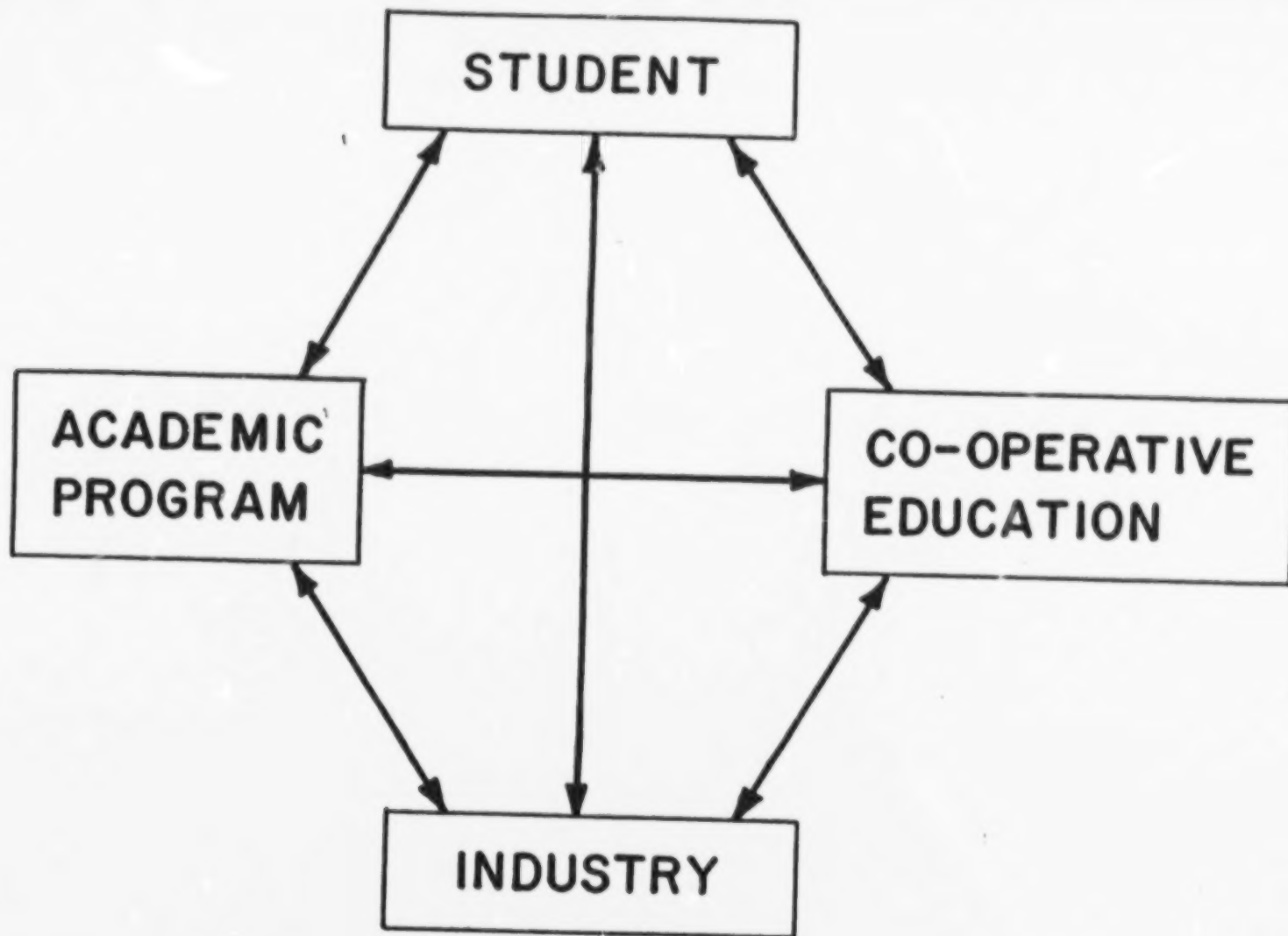
**EDUCATIONAL
SYSTEM**

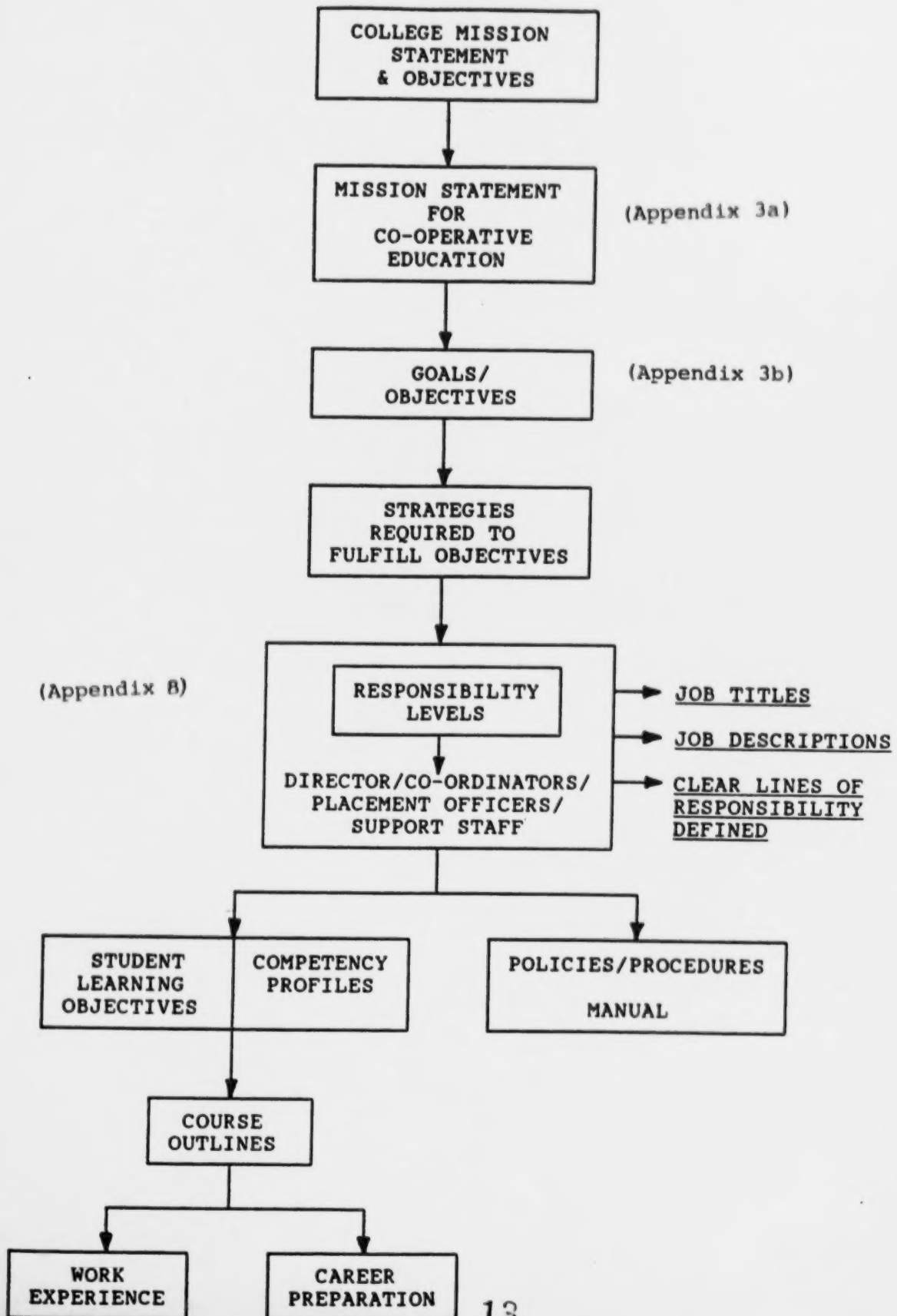


**MOHAWK
CO-OP
GRADS**



**VALUE
ADDED
EDUCATION**





DEPARTMENT OF CO-OPERATIVE EDUCATION

MISSION STATEMENT

Co-operative Education extends the academic learning process into the workplace through on-the-job learning experiences which are integrated with the learning objectives of the program. These learning experiences enhance the student's vocational maturation and personal development.

The Co-operative Education Department, in conjunction with other faculty and departments, is responsible for:

1. Providing opportunities for paid, supervised off-campus work semesters in co-operating business, industry or government agencies.
2. Providing comprehensive career development services for co-operative education students within the academic curriculum.
3. The over all evaluation of the work experience for academic credit.
4. Supporting the college goals and objectives.
5. Promotion of the philosophy and role of co-operative education.
6. Enhancing the potential for grad employment through occupational socialization and career development in jobs commensurate with student aspirations and training.

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVES

1. Provide the skills, knowledge and tools for students to maximize their work experience in terms of vocational maturation and personal development
2. Establish and maintain an administrative system which brings students and employers together in a professional atmosphere resulting in appropriate placement of students.
3. Establish mechanisms for providing constructive feedback to other faculty and departments on program/course relevancy and new educational opportunities.
4. Establish mechanisms to promote co-operative education both inside and outside the college to increase visibility, support and participation.
5. Establish a set of standards by which programs are assessed for delivery in the co-op modes.
6. Provide a working environment which will encourage and support the professional/personal growth of the Co-operative Education Staff.
7. To optimize and improve the delivery of Co-operative Education in a cost effective manner.

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 1: Provide the career development skills, knowledge and tools for students to maximize their work experience in terms of vocational maturation and personal growth.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Identify and articulate student skills required on co-operative education work semesters using advisory committee input, surveys and work semester feedback from students and employers.			
2. Seek a College mandate for the role implementation of a "Co-operative Education Studies" course in all co-op programs.			
3. Deliver, review and revise the "Co-operative Education Studies" course as appropriate.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 2: Establish and maintain an administrative system which brings students and employers together in a professional atmosphere resulting in appropriate placement of students.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Develop internal training programs for Co-operative Education faculty, and support staff.			
2. Prepare audio-visual materials for the orientation of students to include: preparation and/or reinforcement of the co-operative education process, resumes, interviews. (Possibly one for employer use)			
3. Develop a computerized information systems which will generate statistical information for internal and external discussion.			
4. Improve and/or standardize employer/employee matching procedures.			
5. Develop a proposal for cost-effective improvements (new or maintenance) to the physical environment in terms of its: interview areas, reception/employer lounge, contemporary office.			
6. Develop a proposal for the cost-benefit of an office manager position with a primary responsibility for overseeing on-campus interviews.			
7. Establish thorough off-campus interview procedures.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 3: Establish mechanisms for providing constructive feedback to other faculty and departments on program/course relevancy and new educational opportunities.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Develop a standardized (automated) system for recording, analyzing and classifying co-operative education positions.			
2. Prepare and submit an annual report to chairmen of co-op programs summarizing student employment activities and making recommendations for program development.			
3. Participate in year end review with program faculty to review the P.O.S. and suggest changes.			
4. Invite program administrators and faculty to participate in co-operative education activities.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 4: Establish mechanisms to promote Co-operative Education both inside and outside the College to increase visibility, support and participation.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Prepare a proposal for a permanent Co-operative Education Co-ordinator resource member on related program advisory committees.			
2. Invite program administrators and faculty to participate in co-operative education activities.			
3. Develop a publicity program in conjunction with the Director of Community Services.			
4. Review membership and involvement in professional associations.			
5. Create an award program for outstanding achievements by co-op students, employers, co-operative education staff members, or other program faculty.			
6. Work with high school liaison to increase the visibility of the Co-operative Education Department in all promotional activities.			
7. Develop an annual report based on statistical reports currently being produced each semester.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 5: Develop methods of assessing program suitability for delivery in the co-op mode.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Seek a College mandate for the role of the Co-operative Education Department assessing the feasibility of delivering a program in the co-op mode.			
2. Identify student marketable skills at the proposed work semester levels.			
3. Set minimum acceptable standards feasibility based on employer/student surveys.			
4. Set minimum acceptance standards for those surveys - 60% students 75% faculty, to determine feasibility.			
5. Set quality criteria for jobs, salaries.			
6. Test maturity level of students. Class should have reasonable average grade point level.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 6: **Develop methods of assessing the quality of existing co-operative education programs.**

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Apply CAFCE accreditation standards to each program.			
2. Develop surveys to assess the quality of co-operative education, to be administered to employers, students and faculty on a regular basis.			
3. Set and adhere to standards supplementary to CAFCE.			

FINAL STRATEGIES FOR OBJECTIVES 5 AND 6 ARE PENDING THE RESULTS OF THE CO-OPERATIVE EDUCATION TASK FORCE.

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 7: Provide a working environment which will encourage and support the professional/personal growth of the Co-operative Education staff.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Establish a professional development plan for each member of the department using the Faculty Development Plan model.			
2. Identify and document co-operative education resources internal and external to the College.			
3. Create a co-operative education library within the department.			
4. Set regular time during staff meetings to share ideas and innovations.			
5. Hold an annual retreat to review and modify the Strategic Plan.			

DEPARTMENT OF CO-OPERATIVE EDUCATION

OBJECTIVE # 8: To develop cost effective procedures.

STRATEGIES	RESOURCE NEEDS	RESPONSIBILITY	TIME FRAME
1. Establish a budget allocation strategy that reflects th department's objectives and activities.			
2. Establish travel guidelines for co-ordinator visits to students/ employers which will maximize the cost/benefit of the activity.			
3. Develop a resource allocation plan for supporting the professional development plans of staff members.			
4. Develop job specifications for the positions of "Co-ordinator" and "Placement Officer" which reflect departmental objectives, and budgetary constraints.			
5. Develop a policy/procedure for the scheduling of vacation time to ensure appropriate staffing levels at all times.			

TERMS OF REFERENCE

CCEO CURRICULUM SUB-COMMITTEE

REVISED FEBRUARY 24, 1989

MANDATE

1. To identify the elements of a co-operative education curriculum.
2. To determine current co-operative education curriculum practices.
3. To develop guidelines for co-operative education curriculum which will promote academic quality and consistency and be of value to college faculty, students, professional associations and employers and MCU.
4. To investigate the feasibility of establishing a curriculum for co-operative education within the Ontario CAATs.
5. To present recommendations and a plan of implementation to the Executive Committee.

ACTION PLAN

1. To collect current curriculum outlines, materials from within CAATs, other provinces and U.S.A.
2. To describe current CAAT curriculum practices. Update June 1987 survey.
3. To determine the issues to be examined relevant to co-operative education curriculum,
 e.g. evaluation/measurement
 delivery mode--traditional/individual
 content
 credit
 outcomes (objectives)
 accepted procedures
 one continuum (several courses)
 copyright
 updates
 distribution
 development
 integration with non co-op programs

..... 2

4. Expand the sub-committee to include interested faculty, co-operative education practitioners, Ministry of Colleges and Universities officials (Adrian Tuber), Secondary School Co-operative Education practitioners (Pat Shaughnessy), OSDO (Paul Wells, Georgian), OISE representatives, employers, or other interested individual/parties other than the educational community.
5. Establish several sub-committees to address and/or advise on curriculum and curriculum guidelines for co-operative education pre-term, during term, and post-work-term components.
6. To investigate the possibility of special funding
 - i) for a curriculum development in co-operative education
 - ii) to support research in this area

SCHEDULE

Target date for completion of the project is Winter 1991. Points 1 and 2 of the Action Plan are scheduled for completion in Fall 1990.

SUB COMMITTEE COMPOSITION

Chair - open
George Clapham
Charles Dickson
Rosemary Cawthorn
Rob Till

Joe Williams
Faith Richards
Barry McGill (Ex officio)
Laurie Turner (Judy Humphries)

Revised at the meeting of February 24, 1989 Humber College.

"PROPOSAL"

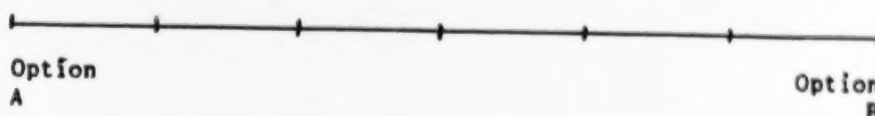
LEARNING OBJECTIVES

for

CO-OPERATIVE EDUCATION

The presidential Task Force on Co-operative Education has been looking at the role of learning objectives in a student's work semester. While all members of the Task Force agree that there is significant academic merit in their use, they can also see that these objectives might take different forms.

Your input is requested on the two options A & B (illustrated on pages 2 - 6) or any combination thereof. Please indicate on the scale below - using a checkmark (✓) - your position relative to Option A and Option B.



What additional implications might be associated with each option?

This survey will be going to all constituencies who have some involvement with co-operative education. Please indicate below the position and program you represent:

Phase I

Dean	()
Department Chair	()
Faculty Member	()
Advisory Committee Member	()
Co-op Coordinator	()

Phase II

Co-op Employer	()
Program Graduate	()

Program: _____

Thank you for your time and interest. Please forward your response to Sheila Sim in the Office of the Vice-President, Academic no later than:

Friday, June 30, 1989

OPTION A	OPTION B
Learning objectives for co-op are prepared specifically for the work semester with a focus on the development of a "professional attitude".	Learning objectives for co-op include both the program objectives as well as the specific co-op objectives.

Example: Insurance Administration

Co-op Objectives:

1. Demonstrate a professional work ethic by respecting the policies and procedures of the workplace.
2. Communicate effectively with supervisors and colleagues.
3. Seek guidance in the performance of a task when necessary.
4. Apply problem-solving methods in the performance of difficult tasks.
5. Seek advice from the supervisor on any issues requiring guidance (including availability for additional work when tasks have been completed).
6. Take responsibility for the completion of assigned tasks.
7. Develop a professional attitude that reflects self-confidence and the ability to work cooperatively with others.
8. Identify new career opportunities

Program Objectives:

1. Identify the various insurance policies providing protection against losses arising from automobiles, property, liability, crime, casualty, life, accident and sickness, and explain the coverage provided by each policy.
2. Analyze a given situation, recommend and explain the appropriate insurance coverages for the situation.
3. Analyze a given accident/loss situation and determine how the insurance coverages available would respond to the situation.
4. Handle a given insurance claims situation and exhibit a knowledge of the principles of insurance and the ethics of adjusters.
5. Explain the basics of underwriting theory and rate making.
6. Use a microcomputer for word processing and to prepare an electronic spreadsheet.
7. Use insurance computer software on an IBM PC to create client files, to produce accounts receivable, accounts payable and brokerage/producer sales records.

OPTION A	OPTION B
	8. Communicate effectively by memo, letter, report, and telephone. 9. Design an effective insurance marketing program for insurers and brokers. 10. Complete insurance forms, applications, proofs of loss, non-waiver agreements, and releases. 11. Maintain financial records and prepare simple financial statements using basic accounting principles. 12. Apply human relations skills to group work and given insurance situations. Co-op Objectives: 13. Demonstrate a professional work ethic by respecting the policies and procedures of the work place. 14. Communicate effectively with supervisors and colleagues. 15. Seek guidance in the performance of a task when necessary. 16. Apply problem solving methods in the performance of difficult tasks.
19. Develop a professional attitude that reflects self-confidence and the ability to work co-operatively with others. 20. Identify new career opportunities.	17. Seek advice from the supervisor on any issue requiring guidance (including availability for additional work when tasks have been completed). 18. Take responsibility for the completion of assigned tasks.

OPTION A

Possible Implications and Opportunities:

- students would have a large number of jobs to choose from as the screening of employers would be less rigorous
- employers may be more comfortable with this approach
- co-op coordinators would not be required to work closely with the program faculty in the development and refinement of program objectives
- there may be a greater likelihood of student dissatisfaction with co-op work semesters which are unrelated to their program except through "professional attitude" development
- co-operative education would have a lesser interrelationship with the academic program

Please list any additional implications or opportunities here:

OPTION B

Possible Implications and Opportunities:

- co-op employers could be assessed according to their ability to assist students with these objectives
- co-op employer profiles could be developed indicating which objectives will be worked on in each job
- a minimum number of learning objectives may be required of each employer before s/he is accepted (e.g. Insurance Administration may require that, as a minimum, employers are able to assist with objectives 1, 8, 10, 12, and two others).
- students could identify individual learning needs in preparation for their work semester by relating these needs to the learning objectives and what the employer can offer
- program objectives would need to be developed for each program using co-operative education (these should be reviewed annually by program faculty in consultation with co-op coordinators)
- co-op coordinators would need to be knowledgeable about each of the program's objectives in order to assess employer capabilities for assisting students with these objectives
- programs which wish to consider the experiential learning model currently in Data Processing would need to ensure that co-op employers were able to deliver initial training in areas to be eliminated from the academic curriculum (in the Data Processing model, one academic semester has been replaced by two co-op work semesters)
- discussions with employers during visits by co-op coordinators would include the program objectives (a copy of which would be provided to the employer)
- a "Train the Trainer" session for co-op employers might need to be arranged through the Staff Development Office
- the current time being spent in class might be replaced with time on the co-op work experience
- having some program objectives being handled by the co-op employer might allow for new objectives to be added to the academic component
- co-operative education would be more closely related to the academic program

OPTION B

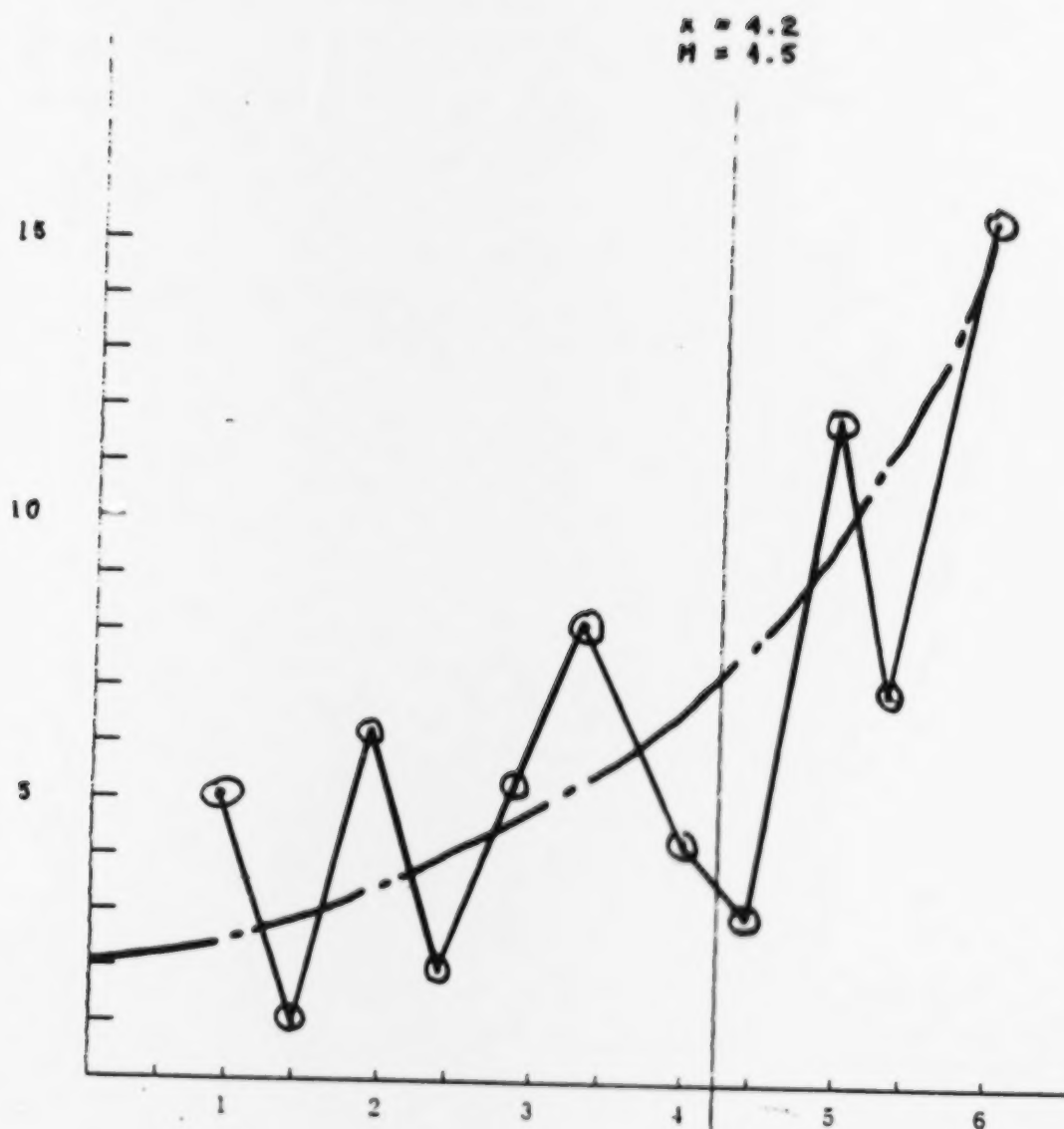
Possible Implications and Opportunities:

Please list any additional implications or opportunities here.

x	f	fx	$(x-\bar{x})$	$(x-\bar{x})^2$
1	5	5.0	-3.2	10.24
1.5	1	1.5	-2.7	7.29
2.0	6	12.0	-2.2	4.40
2.5	2	5.0	-1.7	2.89
3.0	5	15.0	-1.2	1.44
3.5	8	27.0	-0.7	0.49
4.0	4	16.0	-0.2	0.04
4.5	3	13.5	+0.3	0.09
5.0	12	60.0	+0.8	0.64
5.5	7	38.5	+1.3	1.69
6.0	15	90.0	+1.8	3.21
	68	283.5		

$$\bar{x} = 4.2$$

TABULATED RESULTS OF QUESTIONNAIRE



GRAPH OF QUESTIONNAIRE RESULTS

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

ACADEMIC
CRITERIA
FOR
CO-OPERATIVE
EDUCATION
AT
MOHAWK COLLEGE

President's Task Force
on Co-operative Education:

Charles Dickson (Chair)
Hans Bastel
Cheryl Jensen
Jim Newman
Graham Shepherd
Sheila Sim
Eunice Swanborough

June 1990

MOHAWK COLLEGE OF APPLIED ARTS AND TECHNOLOGY

The Board of Governors of Mohawk College has formally endorsed the adoption of Co-operative Education as a strategy of applied learning. This educational strategy will be implemented in partnership with participating employers and program advisory committees. Applied learning implies the establishment of valid learning objectives in each of the three domains of learning: knowledge, skills and attitudes.

The learning objectives will be developed jointly by the Co-operative Education faculty and the academic faculty in partnership with participating employers. These objectives will extend classroom learning into the work environment. The objectives will include those specified in the program of studies outline and those directly related to the work experience.

The following criteria will be used in the development and assessment of Co-operative Education programs at Mohawk College:

1. Co-operative Education is an integral component of the Program of Studies. The work experiences are related to academic disciplines and career opportunities.
2. Co-operative Education work semesters and academic semesters are each full time and cumulatively comprise the program of studies.
3. The diploma awarded on graduation recognizes successful completion of the co-op experience. Satisfactory completion of the specified number of work semesters is a condition of graduation from the program.
4. Mohawk College has at least one official publication which identifies programs and the requirements which must be fulfilled for graduation.
5. Mohawk College has at least one official publication of standards and appropriate behaviour for students on co-op work assignments.
6. Each student's performance on the job is supervised and formally evaluated by the employer. This written evaluation will be discussed with the student.
7. The student's record, retained by Mohawk College, will contain the employer's written evaluation.

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8. The work semesters should include progressively more responsibility and challenge.
9. Employment and study periods alternate in a formalized sequence, starting and ending with an academic semester, unless the number of work periods exceeds the minimum. A maximum of two (preferably one) academic semesters should separate work semesters.
10. Academic semesters and employment periods are structured so that the students are available for work on a year round basis except where the work is obviously seasonal.
11. The length of each employment period is equal to or a multiple of the length of each academic period.
12. The co-operative work experience is at least 30% of the time spent in academic study.
13. The employer's evaluation is reviewed with the student during the post employment interview. The evaluation will be part of the work semester grade.
14. Students are engaged in productive work.
15. Students are paid for work and pay scales are developed with participating employers.
16. Academic faculty participate in job site visits, as appropriate.
17. Academic and Co-operative Education faculty participate in the post employment review.
18. Academic and Co-operative Education faculty participate in grading of the work reports.
19. Co-operative Education placements occur through competition, using a process of job description display and interviews between employers and students except as in criterion 20.
20. Jobs found by students must be approved as suitable for co-op by Mohawk College in order to qualify as co-op work semesters.
21. Each work situation is developed and/or approved by Mohawk College.

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22. Students' progress and performance are always monitored by Mohawk College; in most cases by on-site visits.
23. The group supervising work experience periods participate in academic decision making. This group includes the Co-operative Education Co-ordinator and employer.
24. Some form of presentation regarding the work semester is required from returning students, evaluated by Mohawk College and required for graduation. At least one of the presentations will be a formal, written report.

WORK PROFILE

CO-OPERATIVE EDUCATION

CO-ORDINATOR

THE CO-OPERATIVE EDUCATION CO-ORDINATOR

The Co-ordinator of Co-operative Education is an educator whose responsibility is to provide meaningful learning experiences in the form of work semesters. The Co-ordinator also provides assistance to students in relating these work experiences to their educational and career goals. The responsibilities assigned to the Co-ordinator interrelate the activities of students, employers and the college.

The work semesters (learning experiences) are directly related to the objectives of the program of studies and individual student career interests. To prepare students properly for the first work semester formal career (Co-operative Education) classes are conducted. During the work semester Co-ordinators visit students at the work place to assess performance related to learning objectives. During this visit both the employer and student are interviewed. At the conclusion of each work semester students are required to attend a post employment interview. In attendance at these interviews are the Co-ordinators and hopefully academic faculty. These interviews enable the Co-ordinator to assess the value added to the student's academic knowledge (reinforcement and extension of classroom learning). The interview also promotes a formal mechanism to the program directors and faculty for curriculum development purposes. Therefore to provide meaningful work experiences, the learning at the work place must be focussed with the program of studies (Co-operative Education is an integral and additive component of the total P.O.S.).

The responsibilities (accountabilities) of a Co-operative Education Co-ordinator are to:

1. Provide a number of job opportunities.
2. Ensure quality job opportunities.
3. Provide quality criteria to students work experiences.
4. Provide a quality criteria to student preparation for work opportunities.
5. Grade/evaluate student progress.
6. Administer and organize the Co-operative Education procedures.
7. Develop professionally.

These responsibilities are outlined in detail as strategies as follows:

STRATEGY 1: PROVIDE STUDENTS WITH A NUMBER OF JOB OPPORTUNITIES.

Actions:

- a) Monitor quantity of jobs related to number of students.
- b) Communicate with prospective employers.
- c) Develop marketing strategy for job visits.
- d) Research market employment conditions and project future needs.
- e) Make "cold" calls.
- f) Follow up on referrals.
- g) Assess opportunities through professional associations (membership).
- h) Evaluate suitability of job opportunities with relation to P.O.S.
- i) Evaluate in-coming calls from organizations interested in participating with Co-op.

STRATEGY 2: EVALUATE THE QUALITY OF JOB OPPORTUNITIES.

Actions:

- a) Evaluate job related to student objectives.
- b) Evaluate quality of "partnership" to ensure student college and employer needs are met.
- c) Assess content of jobs in "on own" category.
- d) Create and evaluate job descriptions with reference to P.O.S. objectives and student needs.

STRATEGY 3: ENSURE QUALITY OF STUDENT EXPERIENCES.

Actions:

- a) Counsel students before, during and after work semester.
- b) Visit students during work semester and assess value of work opportunity.
- c) Evaluate work semester report (focus of this report is on learning objectives, affective, cognitive and psychomotor).

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- d) Assess students completion of work semester handbook.
- e) Develop student skills in resume writing, interview procedures, job description interpretation and writing learning objectives.
- f) Educate employer to ensure learning objectives are fulfilled.
- g) Access employer feedback on student performance. The formative assessment is done during the work visit and summative through a standard written employer evaluation.
- h) Prepare students to assess the work experience by developing realistic and practical expectations (objectives).
- i) Conduct post employment reviews with all returning students.
- j) Design/update learning objectives.
- k) Develop feedback mechanism to ensure classroom (technical and personal) preparation is relevant to work experience (curriculum development).

STRATEGY 4: PROVIDE QUALITY CRITERIA TO STUDENT PREPARATION FOR WORK EXPERIENCES.

Action:

- a) Provide classroom instruction in Career Education/Co-operative Education Studies (timetabled).
- b) Develop learning objectives/competency maps. Students will develop action/reflection logs during work experiences.
- c) Provide a career counselling (individual) service.
- d) Design and update work semester handbook. Students are required to use this handbook as a "text" during the work semester and are responsible for its completion.
- e) Counsel individually on resume preparation and interview techniques.
- f) Teach Co-operative Education philosophy and procedures.
- g) Develop a Co-operative Education curriculum comprising three fundamental phases: Career Preparation; Work Experience (semester); Post Employment Assessment.
- h) Consultation with program faculty to seek and provide feedback on work experience compatibility with P.O.S. and vice-versa.
- i) Provide individual coaching to students (including special needs students).
- j) Assess student compatibility and maturity to a Co-operative Education mode when optional Co-op is available.

STRATEGY 5: GRADE/EVALUATE STUDENT PERFORMANCE.

Actions:

- a) Assess student performance with respect to Co-operative Education written criteria which includes:
 - i) Work semester report (objectives/job description/resume).
 - ii) Employer formal evaluation.
 - iii) Co-ordinator evaluation.
 - iv) Competency map development.
- b) Produce/submit final grade.
- c) Participate in promotion/departement/advisory meetings.
- d) Produce both formative and summative assessment of performance on work experience.
- e) Grade classroom performance (CE103).
- f) Grade work semester performance.
Note: Classroom performance is a prerequisite to the first work experience.
- g) Process incompletes.

STRATEGY 6: ADMINISTER THE CO-OPERATIVE EDUCATION PROCEDURES.

Actions:

- a) Attend staff meetings to assess proper strategic planning.
- b) Attend program department meetings.
- c) Organize job visit schedule.
- d) Provide Director with current personal objectives and strategies for purposes of progress review (meetings).
- e) Provide statistical reports for inclusion in the Co-op Report, each semester.
- f) Assess scholarship criteria with student accomplishment (where appropriate).
- g) Develop good public relations image for Co-op and Mohawk College.
- h) Participate in professional organizations (CCEO, CAFCE, etc).
- i) Develop rapport with program Directors and faculty.
- j) Be a member of strategic planning committees. The strategic plan has been designed, each Co-ordinator is required to assist in facilitating the accomplishment of the strategic plan).
- k) Attend/participate in curriculum development meetings (Co-op and program).
- l) Actively participate in developing Co-operative Education as an academic strategy.

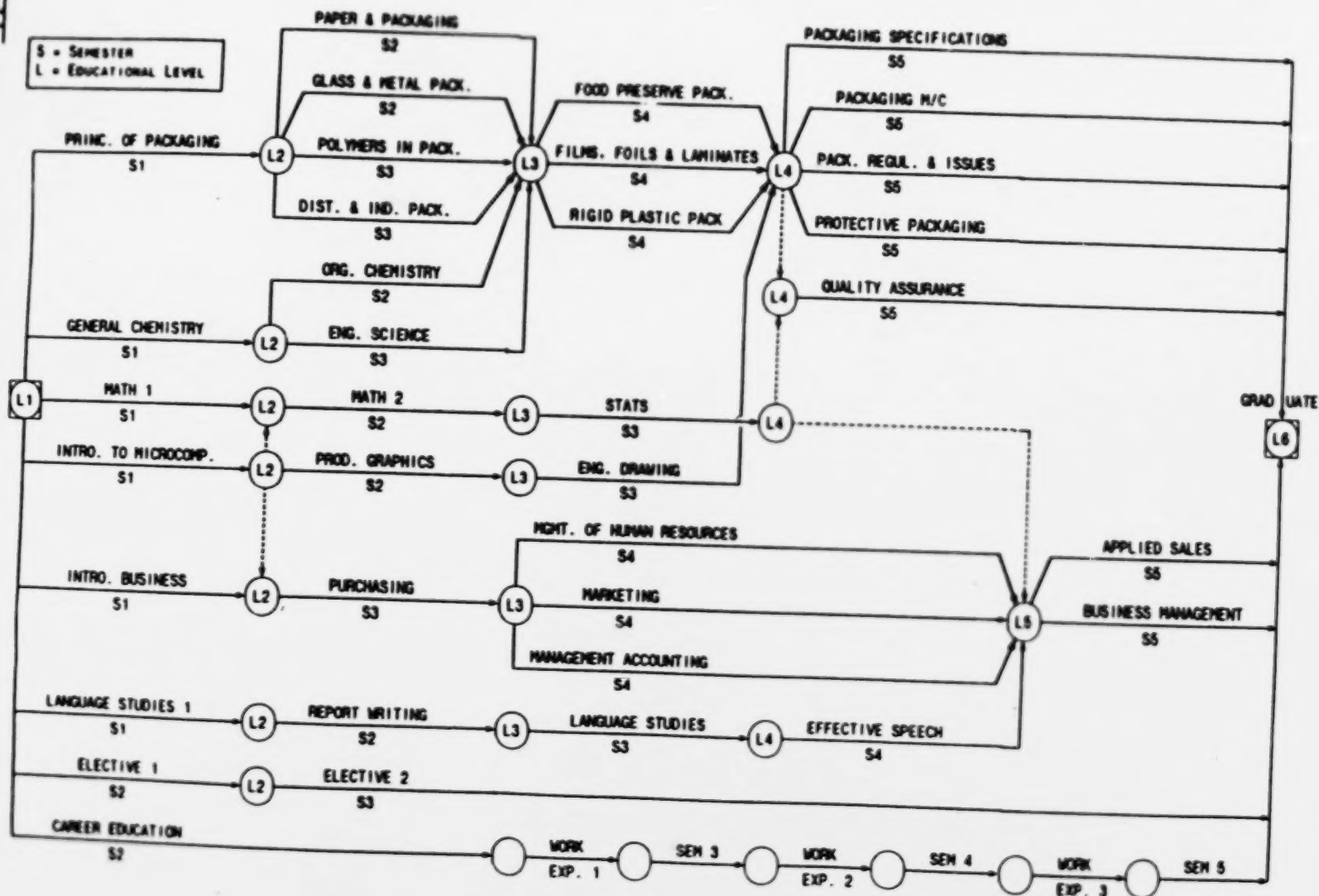
- m) Develop student Co-operative Education contacts.
- n) Ensure that the mandatory and recommended criteria for Co-operative Education be fulfilled (Appendix 4).

**STRATEGY 7: PARTICIPATE IN PROFESSIONAL DEVELOPMENT
 ACTIVITIES.**

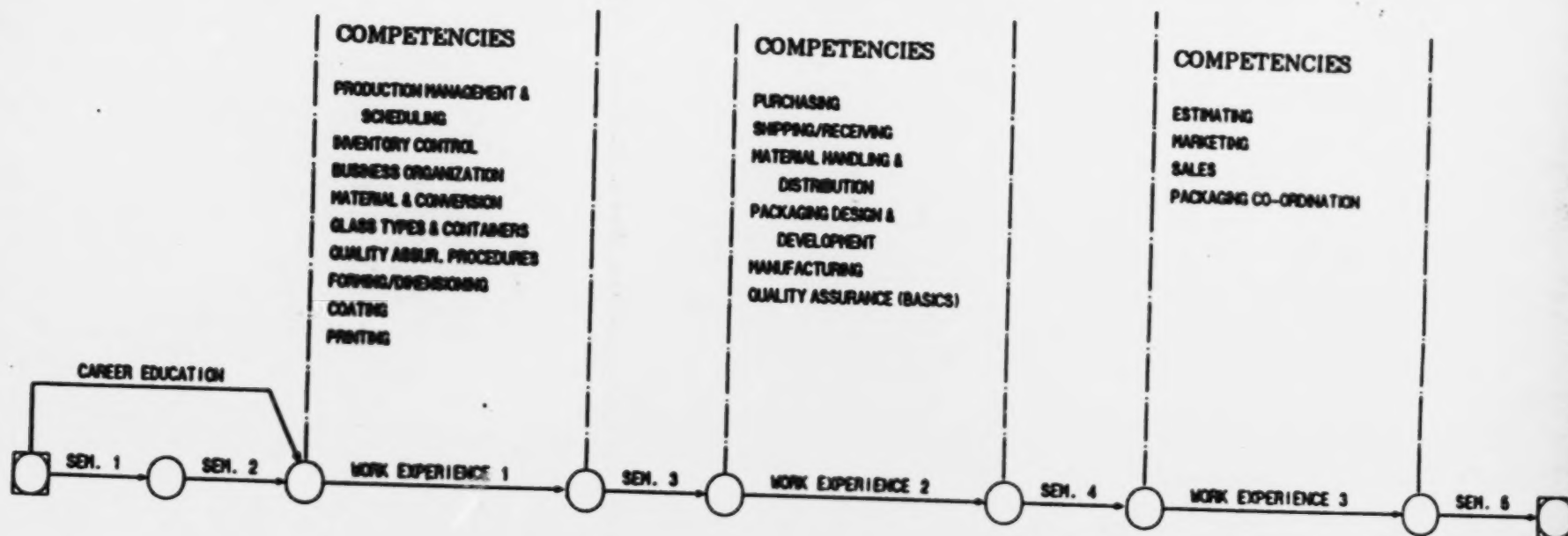
Actions:

- a) Complete Teacher Effectiveness Program.
- b) Participate in Co-op Professional Development workshops conducted by CAFCE, CCEO, OCPG.
- c) Participate in professional development activities offered by the college and outside agencies (CareerTrack, etc.) where appropriate.
- d) Take courses in related program disciplines.
- e) Participate in progress review meetings with Director (provide objectives, strategies and actions for upcoming year).
- f) Participate in staff meetings.
- g) Present papers at workshops and conferences.
- h) Attain membership and participate in professional associations.
- i) Participate in program professional development meetings and workshops.
- j) Participate in the special needs student task force and/or implement that task force recommendations.

PACKAGING MANAGEMENT & TECHNOLOGY



PACKAGING MANAGEMENT & TECHNOLOGY



C.R. DIVISION
OCTOBER 1989

Co-operative Education and Graduate Placement Functional Organization Chart

